

2009 National Autism Conference

August 3–7, 2009

The Penn Stater Conference Center Hotel
State College, Pennsylvania



pennsylvania
DEPARTMENT OF EDUCATION

*Bureau of Special Education
Pennsylvania Training and Technical Assistance Network*

Hosted by the Pennsylvania Department of Education, Bureau of Special Education; the Pennsylvania Training and Technical Assistance Network; Penn State's College of Education, Continuing Education Office, and Office of Statewide Programs

PENNSTATE



University
Park

Progress
Through
Partnership

Conference Mission

This conference provides comprehensive, evidence-based information to assist educators, providers, and families in developing effective educational and therapeutic programming for all students with autism spectrum disorders.

Who Should Attend

Family members, physicians, speech-language pathologists, administrators, higher-education faculty, general and special education professionals, early intervention staff, related service personnel, behavioral health professionals, and anyone interested in autism spectrum disorders

Scholarships

Scholarships for students are available to support their participation in this conference. Students who intend to work as professionals in the field of autism in Pennsylvania schools should apply. For more information, visit our Web site: www.outreach.psu.edu/programs/autism. Click on the scholarship link.

Continuing and Professional Education Credits/Hours



PA Training and Technical Assistance Network is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-

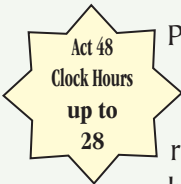
language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 2.6 ASHA CEUs (Advanced level, Professional area).

The Pennsylvania Training and Technical

Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists.

PaTTAN maintains responsibility for the program(s). This conference is offered for up to 26 CE hours.



Persons attending this event must arrive on time and stay for the duration of the event in order to receive Act 48 professional education hours. Requests for exceptions are to be brought to the attention of the individual's superintendent or intermediate unit director prior to the event.



The Pennsylvania Training and Technical Assistance Network is approved by the Behavior

Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). This conference is offered for up to 23 ABA CEUs.

There will be no extra charge for BACB sessions offered by PaTTAN.

Approval for continuing education for licensed social workers has been applied for through the Pennsylvania State Board of Social Work Examiners, Marriage and Family Therapists, and Professional Counselors.

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2009 National Autism Conference Outcomes

1. Cite specific research findings concerning autism spectrum disorders and relate them to assessment, instruction, and progress determination, including specific communication.
2. Describe appropriate interventions, materials, and progress-monitoring practices based on continuous instructional evidence in the areas of cognition, language, social skills, and motor skills.
3. Identify, analyze, and apply evidence-based practices for the treatment of students with autism spectrum disorders in cognition, communication, and social and motor skills.
4. Formulate practical and evidence-based instructional plans for students with autism spectrum disorders in order to have them progress in the general education curriculum, with specific accommodations in language, cognition, and social and motor skills.
5. Incorporate the use of instructional technology and visual-graphic organizers into the instruction of students with autism spectrum disorders in order to increase organizational skills and improve achievement.
6. Relate specific assessment and intervention procedures to the general education curriculum and academic standards and benchmarks, including specific applications to communication-based approaches.



Monday, August 3

REGISTRATION 7:30 a.m.–5:15 p.m. • CHILDREN’S INSTITUTE 8:45 a.m.–5:15 p.m. • EXHIBITS noon–6:00 p.m.										
9:00–10:15 a.m.	1. OPENING KEYNOTE: Joey Gans and team <i>The Fab Five Buddy System of Support</i> , B/1									
10:30–11:30 a.m.	2. Duane Alexander <i>Autism Research Update 2009</i> , B/1									
Lunch 11:30 a.m.–12:30 p.m.										
12:45–1:45 p.m.	3. Janet Twyman <i>Pennsylvania Project: Evaluating the Effectiveness of Headsprout Early Reading Program for Learners with Autism</i> , B/1									
	ASPERGER’S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL		EARLY INTERVENTION	FAMILY	FUNCTIONAL & SENSORY	LEADERSHIP & TRAINING	SECONDARY ISSUES
RESEARCH SYMPOSIUMS 2:00–5:00 p.m.	4. New Research on Social Engagement Deficits in Young Children with Autism Ami Klin I/A	5. Considerations for a Comprehensive Medical Assessment of Individuals with Autism Margaret Bauman I/A	6. Behavior Analytic Research in Autism Vince Carbone I/A, BACB CEUs	7. Research in Communication Challenges of Learners with Autism Joanne Gerenser I/A		8. Early Detection of and Early Intervening in Autism Rebecca Landa I/A	9. Families of Children with Autism: Caring for Everyone’s Needs Robert Naseef I/A	10. Recent Research on Sensory Processing Deficits in Autism Roseann Schaaf I/A	11. Improving Education and Treatment in Autism with Organizational Behavior Management Richard Fleming I/A, BACB CEUs	12. Supporting Individuals with Autism to Full Participation in Adult Life Peter Gerhardt I/A, BACB CEUs

Tuesday, August 4

REGISTRATION 8:00 a.m.–4:15 p.m. • CHILDREN’S INSTITUTE 8:45 a.m.–5:45 p.m. • EXHIBITS 9:00 a.m.–5:30 p.m.										
	ASPERGER’S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL		EARLY INTERVENTION	FAMILY	FUNCTIONAL & SENSORY	LEADERSHIP & TRAINING	SECONDARY ISSUES
MORNING SESSIONS 9:00 a.m.–noon	13. Girls under the Umbrella: Solutions to Address Everyday Challenges Lori Ernsperger Danielle Wendel B/1	14. Headsprout Early Reading Janet Twyman I/A, BACB CEUs	15. Assessment and Treatment of Problem Behavior in Educational Contexts Brian Iwata I/A, BACB CEUs	16. Mand Training Mike Miklos Amiris Dipuglia I/A, BACB CEUs		17. Evidence-Based Strategies for an Effective Early Intervention Program Jim Ball I/A, BACB CEUs	18. Promoting Sleep in Individuals with Autism Margaret Souders B	19. Executive Functions, Imitation, and Autism Bob Ellis B/1	20. Creating Agreement in Special Education: Conflict Resolution Skills for Parents and School Administrators Kerry Smith Dixie Rider B/1	21. Personal Perspectives on Success in College Caitlin Baran and team B/1
Lunch noon–1:15 p.m.										
AFTERNOON SESSIONS 1:15–4:15 p.m.	22. Girls under the Umbrella: Solutions to Address Everyday Challenges Lori Ernsperger Danielle Wendel B/1 (Repeat session)	23. Developing Behavioral Fluency for Students with Autism Rick Kubina Kirsten Yurich I/A, BACB CEUs	24. Assessment and Treatment of Problem Behavior in Educational Contexts Brian Iwata I/A, BACB CEUs (Repeat session)	25. Transferring Control of the Mand to the MO Vince Carbone I/A, BACB CEUs		26. Evidence-Based Strategies for an Effective Early Intervention Program Jim Ball I/A, BACB CEUs (Repeat session)	27. Promoting Sleep in Individuals with Autism Margaret Souders B (Repeat session)	28. Executive Functions, Imitation, and Autism Bob Ellis B/1 (Repeat session)	29. Creating Agreement in Special Education: Conflict Resolution Skills for Parents and School Administrators Kerry Smith Dixie Rider B/1 (Repeat session)	30. Facilitated Discussion: Removing the Barriers to Employment for Individuals with ASD Robert Borzok B/1
ALL-DAY SESSIONS 9:00 a.m.–4:15 p.m.				31. Teaching beyond the Think Social Curriculum Michelle Garcia Winner I/A						
4:30–5:30 p.m.	32. Carbone, Iwata, Lee, Shook, Sundberg, Twyman, Watkins <i>Ask the ABA Experts</i> , A, BACB CEUs									
5:30–6:30 p.m.	33. Poster Session/ABA Experts Reception/Cash Bar									

Wednesday, August 5

REGISTRATION 8:00 a.m.–4:15 p.m. • CHILDREN’S INSTITUTE 8:45 a.m.–5:45 p.m. • EXHIBITS 9:00 a.m.–5:30 p.m.										
	ASPERGER’S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL		EARLY INTERVENTION	FAMILY	FUNCTIONAL & SENSORY	LEADERSHIP & TRAINING	SECONDARY ISSUES
MORNING SESSIONS 9:00 a.m.–noon	34. The First Official Guide Training for the Social Context Jungle Carol Gray I	35. Using Direct Instruction Curricula to Teach Academics to Learners with ASD Cathy Watkins I/A, BACB CEUs	36. Positive Behavior Supports for Learners with Autism Laura Riffel I/A, BACB CEUs	37. Social Communication Interventions for Learners with Significant Challenges Kathleen Quill B/I		38. Key Strategies for Developing Communication and Other Important Skills in Young Learners with Autism Tracy Vail B/I	39. Brothers and Sisters of People with Special Needs: Unique Concerns, Unique Opportunities Don Meyer B/I	40. Using Sensational Intervention Principles to Address Sensory Processing Differences in Learners with Autism Roseann Schaaf and team I/A	41. Collaboration: The Key to Successful IEP Teams Nicholas Martin B/I	42. Preparing for the Job of Life: Effective Transition for Individuals with Autism Lisa Crabtree B/I
Lunch noon–1:15 p.m.										
AFTERNOON SESSIONS 1:15–4:15 p.m.	43. The First Official Guide Training for the Social Context Jungle Carol Gray I (Repeat session)	44. Using Direct Instruction Curricula to Teach Academics to Learners with ASD Cathy Watkins I/A, BACB CEUs (Repeat session)	45. Positive Behavior Supports for Learners with Autism Laura Riffel I/A, BACB CEUs (Repeat session)	46. Social Communication Interventions for Learners with Significant Challenges Kathleen Quill B/I (Repeat session)		47. Key Strategies for Developing Communication and Other Important Skills in Young Learners with Autism Tracy Vail B/I (Repeat session)	48. Growing Up with Autism: Brothers and Sisters Speak Out Susan Draus and team B/I	49. Using Sensational Intervention Principles to Address Sensory Processing Differences in Learners with Autism Roseann Schaaf and team I/A (Repeat session)	50. Educating Learners with Severe and Dangerous Behaviors: Ethical Considerations Jose Martinez-Diaz I/A, BACB CEUs	51. Preparing for the Job of Life: Effective Transition for Individuals with Autism Lisa Crabtree B/I (Repeat session)
4:30–5:30 p.m.	52. Jerry Shook <i>Introduction to the Behavior Analyst Certification Board</i> , I/A									
	53. Nina Wall-Cote <i>Bureau of Autism Services Update</i> , B/I									

Thursday, August 6

REGISTRATION 8:00 a.m.–4:15 p.m. • CHILDREN’S INSTITUTE 8:45 a.m.–4:30 p.m. • EXHIBITS 9:00 a.m.–noon										
	ASPERGER’S	ASSESSMENT/ INSTRUCTION	BEHAVIOR	COMMUNICATION/ SOCIAL		EARLY INTERVENTION	FAMILY	FUNCTIONAL & SENSORY	LEADERSHIP & TRAINING	SECONDARY ISSUES
MORNING SESSIONS 9:00 a.m.–noon	54. Promotion of Social Participation, Mental Health, and the Development of Meaningful Interests for Youth on the Autism Spectrum Susan Bazyk Lisa Crabtree B/I	55. An Introduction to the Competent Learner Model Tina Lawson Maureen Cunningham B/I, BACB CEUs	56. Using Automatic Reinforcement to Develop Skills in Learners with Autism Mark Sundberg I/A, BACB CEUs	57. Supporting the Social Communication Needs of Learners with Autism Janice Nathan B/I		58. The Impact of Early Diagnosis and Intervention for Children with Autism Ilene Schwartz B/I	59. The Future of BAS Strategic Planning and ASERT Center Networks Lindsay Lawer and team B/I	60. Teaching Independent Skills to Learners with Autism Rebecca Morrison I, BACB CEUs	61. Implementing Evidence- Based Practices: How to Make Them Stick Michelle Duda I/A, BACB CEUs	62. The College Program for Students with Asperger’s Syndrome Marc Ellison B/I
Lunch noon–1:15 p.m.										
AFTERNOON SESSIONS 1:15–4:15 p.m.	63. Promotion of Social Participation, Mental Health, and the Development of Meaningful Interests for Youth on the Autism Spectrum Susan Bazyk Lisa Crabtree B/I (Repeat session)	64. CLM Collaborative Consultation Vicci Tucci and team I/A, BACB CEUs	65. Preventing and Managing Behavioral Crisis David Lennox I/A, BACB CEUs	66. Connecting Augmentative Communication and Applied Behavior Analysis Dona Alvino and team B/I		67. The Impact of Early Diagnosis and Intervention for Children with Autism Ilene Schwartz B/I (Repeat session)	68. Special Needs Trusts George Shadie B/I	69. LifeLink—A Road to Independence Patrick Moore Teri Lindner B/I	70. Implementing Evidence- Based Practices: How to Make Them Stick Michelle Duda I/A, BACB CEUs (Repeat session)	71. The College Program for Students with Asperger’s Syndrome Marc Ellison B/I (Repeat session)
ALL-DAY SESSIONS 9:00 a.m.– 4:15 p.m.		72. FBA & PBSPs & Chapter 14 Jane Brown Carrie Frohnepfel I/A, BACB CEUs								
4:30–5:30 p.m.	73. Jerry Shook <i>BACB Update and Professional Issues in Pennsylvania</i> , I/A, BACB CEUs									

PENNSYLVANIA PROMISING PRACTICES

Friday, August 7

REGISTRATION 8:00 a.m. • CHILDREN'S INSTITUTE 8:30 a.m.–12:15 p.m.											
PENNSYLVANIA PROMISING PRACTICES 9:00–10:30 a.m.	74. Setting the Stage for Social Success Cindy Schneider B/I	75. Adapting Direct Instruction Curricula for Nonvocal Learners Haley Fox Amanda Pendleton B/I	76. The Connection between Intensive Behavior Support and Instruction for Learners with Autism Carolyn Bruey Mary Beth Urban B/I	77. Competent Learner Model: Closing the Gap in Scattered Skills Katrina Shawver Jen Shade B/I		78. Using the Checklist for Autism Spectrum Disorder to Screen and Diagnose Autism Spectrum Disorder Susan Mayes B/I	79. A Portrait in Progress: Autism and Creating a Rewarding Life Marcia Anderson Graham Gravink B/I	80. Assessing Friendship Skills—Using the Friendship Checklist Alice Womer and team B/I	81. Parents Learning to Lead Kathleen Miller B/I	82. Campus-Based Transition Program for Students with Autism Ellen Dente Ellen Cummings B/I	83. The Autism Museum Project Wendy Ross and team B/I
	10:45 a.m.–noon 84. CLOSING KEYNOTE: Temple Grandin <i>The Way I See It: A Personal Look at Autism</i> , B/I										

PaTTAN Goes Green

“Handouts” will be posted on the Web site at www.outreach.psu.edu/programs/autism.

You can download and print the handouts prior to attending the conference.

No paper copies will be provided.



Key: B/I—Beginning/Intermediate, I/A—Intermediate/Advanced

Credit Courses

Again this year, a 1-credit graduate-level course will be open to teachers and other professionals attending the conference: SPLED 497A *Special Topics in Autism*. For more information about this course and SPLED 597G *Applied Behavior Analysis for Special Education: Extended Applications II* (short title—ABA 4), visit www.outreach.psu.edu/programs/autism.

NEW for 2009

Multiple sessions are available for CEUs via live Webcasting.

Visit the “Webcasting” page on our Web site: www.outreach.psu.edu/programs/autism.



Session Descriptions

Monday, August 3

OPENING KEYNOTE

1. THE FAB FIVE BUDDY SYSTEM OF SUPPORT (BEGINNING/INTERMEDIATE)

Joey Gans and team

This session will highlight the success of a Penn State student living on the main campus through the help of friendships that started during the preschool years. Hear from Joey, his family, and his fabulous friends about the success they built together.

2. AUTISM RESEARCH UPDATE 2009 (BEGINNING/INTERMEDIATE)

Duane Alexander

This presentation will focus on federal autism research accomplishments in the past year and the Interagency Autism Coordinating Council research plan for 2009–14.

3. PENNSYLVANIA PROJECT: EVALUATING THE EFFECTIVENESS OF HEADSPROUT EARLY READING PROGRAM FOR LEARNERS WITH AUTISM (BEGINNING/INTERMEDIATE)

Janet Twyman

This presentation will review the evaluation of Headsprout Early Reading with approximately 100 learners with autism in classrooms across Pennsylvania.

4. NEW RESEARCH ON SOCIAL ENGAGEMENT DEFICITS IN YOUNG CHILDREN WITH AUTISM (INTERMEDIATE/ADVANCED)

Ami Klin

This presentation will review new studies of social engagement in young children with autism spectrum disorders, focused on basic mechanisms of socialization.

5. CONSIDERATIONS FOR A COMPREHENSIVE MEDICAL ASSESSMENT OF INDIVIDUALS WITH AUTISM (INTERMEDIATE/ADVANCED)

Margaret Bauman

This session will highlight several suspected co-existing medical conditions that may impact general health and developmental outcomes for individuals with autism. Some atypical presenting symptoms will be discussed, and modes of referral and/or evaluation suggested.

6. BEHAVIOR ANALYTIC RESEARCH IN AUTISM (INTERMEDIATE/ADVANCED, BACB CEUs)

Vince Carbone

This presentation will provide an overview of the contribution of applied behavior analytic research to the treatment of persons with autism.

7. RESEARCH IN COMMUNICATION CHALLENGES OF LEARNERS WITH AUTISM (INTERMEDIATE/ADVANCED)

Joanne Gerenser

This presentation will review research in language acquisition and development and discuss implications for assessment and intervention for children with autism.

8. EARLY DETECTION OF AND EARLY INTERVENING IN AUTISM (INTERMEDIATE/ADVANCED)

Rebecca Landa

This presentation will discuss the importance of early detection and the use of evidence-based multimodal intervention.

9. FAMILIES OF CHILDREN WITH AUTISM: CARING FOR EVERYONE’S NEEDS (INTERMEDIATE/ADVANCED)

Robert Naseef

This presentation will cover managing emotions, reducing stress, couples’ issues, sibling issues, parent-professional collaboration, and the meaning of acceptance.

10. RECENT RESEARCH ON SENSORY PROCESSING DEFICITS IN AUTISM (INTERMEDIATE/ADVANCED)

Roseann Schaaf

This session will provide an overview and update of current research on sensory dysfunction (SD) in children with ASD, including studies on the psychophysiological mechanisms, the impact of sensory behaviors on the quality of family life, and preliminary data about interventions for SD.

11. IMPROVING EDUCATION AND TREATMENT IN AUTISM WITH ORGANIZATIONAL BEHAVIOR MANAGEMENT (INTERMEDIATE/ADVANCED, BACB CEUs)

Richard Fleming

This presentation will describe how organizational behavior management can be used to train and support team members who work with persons with autism.

12. SUPPORTING INDIVIDUALS WITH AUTISM TO FULL PARTICIPATION IN ADULT LIFE (INTERMEDIATE/ADVANCED, BACB CEUs)

Peter Gerhardt

This presentation will provide an overview of and practical suggestions for transition planning, AT ANY AGE, in support of full participation across a variety of person-centered domains.

Tuesday, August 4

13 AND 22. GIRLS UNDER THE UMBRELLA: SOLUTIONS TO ADDRESS EVERYDAY CHALLENGES (BEGINNING/INTERMEDIATE)

Lori Ernsperger and Danielle Wendel

This session will highlight the core gender differences between boys and girls on the autism spectrum. The focus will be to review the research on girls with autism spectrum disorders and provide effective insights and strategies for addressing specific issues.

14. HEADSPROUT EARLY READING: CONSIDERATIONS FOR LEARNERS WITH AUTISM SPECTRUM DISORDERS (INTERMEDIATE/ADVANCED, BACB CEUs)

Janet Twyman

This presentation will describe the characteristics of effective early reading programs, using Headsprout Early Reading as an example, and will review instructional modifications helpful for learners with autism.

15 AND 24. ASSESSMENT AND TREATMENT OF PROBLEM BEHAVIOR IN EDUCATIONAL CONTEXTS (INTERMEDIATE/ADVANCED, BACB CEUs)

Brian Iwata

This presentation will review assessment methods for distinguishing between attention- and escape-maintained problem behavior and will describe a number of strategies for replacing problem behavior with more socially acceptable alternatives.

16. MAND TRAINING: A PRIMER ON TEACHING CHILDREN WITH AUTISM TO MAKE REQUESTS (INTERMEDIATE/ADVANCED, BACB CEUs)

Mike Miklos and Amir Dipuglia

This session will review basic considerations for mand training, including an analysis of motivation, selecting an appropriate response form, choosing effective reinforcers, and effective teaching procedures based on the principles of applied behavior analysis. Mand shaping, prompting, and prompt fading will be covered.

17 AND 26. EVIDENCE-BASED STRATEGIES FOR AN EFFECTIVE EARLY INTERVENTION PROGRAM (INTERMEDIATE/ADVANCED, BACB CEUs)

Jim Ball

This presentation will discuss seven systematic techniques for working with children with autism, focusing on teaching specific skills, enhancing motivation, and generalization training.

18 AND 27. PROMOTING SLEEP IN INDIVIDUALS WITH AUTISM (BEGINNING)

Margaret Souders

This session will discuss the function of sleep and behavioral, pharmacological, and alternative modalities for promoting sleep in individuals with autism.

19 AND 28. EXECUTIVE FUNCTIONS, IMITATION, AND AUTISM (BEGINNING/INTERMEDIATE)

Bob Ellis

This session will introduce the role of imitation in both the development of the executive functions and autism. It will review effective training approaches to overcoming poor spontaneous imitation skills.

20 AND 29. CREATING AGREEMENT IN SPECIAL EDUCATION: CONFLICT RESOLUTION SKILLS FOR PARENTS AND SCHOOL ADMINISTRATORS (BEGINNING/INTERMEDIATE)

Kerry Smith and Dixie Rider

This session will highlight how the “creating agreement” model promotes resolution of special education disputes at the local level.

21. PERSONAL PERSPECTIVES ON SUCCESS IN COLLEGE (BEGINNING/INTERMEDIATE)

Caitlin Baran, Mike Bode, and Lauren Burns

This panel session will feature three successful young adults living with Asperger’s syndrome. They will share their successes and struggles through high school and college.

23. DEVELOPING BEHAVIORAL FLUENCY FOR STUDENTS WITH AUTISM (INTERMEDIATE/ADVANCED, BACB CEUs)

Rick Kubina and Kirsten Yurich

This session will present a general model for practicing behavior to promote fluency for a wide variety of skills that can be tailored for individual students.

25. TRANSFERRING CONTROL OF THE MAND TO THE MO (INTERMEDIATE/ADVANCED, BACB CEUs)

Vince Carbone

This presentation will describe procedures that have been demonstrated to teach spontaneous manding to children with autism.

30. FACILITATED DISCUSSION: REMOVING THE BARRIERS TO EMPLOYMENT FOR INDIVIDUALS WITH ASD (BEGINNING/INTERMEDIATE)

Robert Borzok

This session will be a facilitated discussion among the attendees. The participants should bring their concerns, joys, questions, and success stories regarding employment. We will learn from one another.

31. TEACHING BEYOND THE THINK SOCIAL CURRICULUM (INTERMEDIATE/ADVANCED)

Michelle Garcia Winner

This advanced, daylong session will teach social thinking techniques for a range of students and show how they impact academic success.

32. ASK THE ABA EXPERTS (ADVANCED, BACB CEUs)

Vince Carbone, Brian Iwata, David Lee, Jerry Shook, Mark Sundberg, Janet Twyman, and Cathy Watkins

This panel discussion will use a question-and-answer format for participants to interact with experts in the field of autism and ABA.

33. POSTER SESSION AND ABA EXPERTS RECEPTION, WITH CASH BAR

Wednesday, August 5

34 AND 43. THE FIRST OFFICIAL GUIDE TRAINING FOR THE SOCIAL CONTEXT JUNGLE (INTERMEDIATE)

Carol Gray

This presentation will break new instructional ground with ideas for teaching students with autism spectrum disorders to “read,” interpret, and respond effectively to social context.

35 AND 44. USING DIRECT INSTRUCTION CURRICULA TO TEACH ACADEMICS TO LEARNERS WITH ASD

(INTERMEDIATE/ADVANCED, BACB CEUs)

Cathy Watkins

This session will look at how direct instruction programs can address the unique needs of learners with autism while supporting their acquisition of academic skills.

36 AND 45. POSITIVE BEHAVIOR SUPPORTS FOR LEARNERS WITH AUTISM

(INTERMEDIATE/ADVANCED, BACB CEUs)

Laura Riffel

This presentation will focus on positive interventions and effective strategies for changing behavior. Real-world examples will be used.

37 AND 46. SOCIAL COMMUNICATION INTERVENTIONS FOR LEARNERS WITH SIGNIFICANT CHALLENGES (BEGINNING/INTERMEDIATE)

Kathleen Quill

This workshop will address the critical role of integrating language and communication instruction throughout the day for children with significant challenges.

38. KEY STRATEGIES FOR DEVELOPING COMMUNICATION AND OTHER IMPORTANT SKILLS IN YOUNG LEARNERS WITH AUTISM

(BEGINNING/INTERMEDIATE)

Tracy Vail

This session will include videos and discussion about combining treatment methods to address the communication, play, and social skills of children with ASD.

39. BROTHERS AND SISTERS OF PEOPLE WITH SPECIAL NEEDS: UNIQUE CONCERNS, UNIQUE OPPORTUNITIES (BEGINNING/INTERMEDIATE)

Don Meyer

This session will discuss sibling experiences across the life span, and the implications they have for parents, siblings, and service providers.

40 AND 49. USING SENSATIONAL INTERVENTION PRINCIPLES TO ADDRESS SENSORY PROCESSING DIFFERENCES IN LEARNERS WITH AUTISM

(INTERMEDIATE/ADVANCED)

Roseann Schaaf, Teal Benevides, and Audrey Zapletal

This lively, interactive workshop will combine current research with practical applications to demonstrate the importance of sensation for participation in daily-life activities.

41. COLLABORATION: THE KEY TO SUCCESSFUL IEP TEAMS (BEGINNING/INTERMEDIATE)

Nicholas Martin

This session will cover seven steps to agreement, the exploration of underlying interests, and what it really means to communicate well.

42 AND 51. PREPARING FOR THE JOB OF LIFE: EFFECTIVE TRANSITION FOR INDIVIDUALS WITH AUTISM (BEGINNING/INTERMEDIATE)

Lisa Crabtree

This presentation will focus on evidence-based and practical models for supporting transitioning to adulthood for young people with autism.

48. GROWING UP WITH AUTISM: BROTHERS AND SISTERS SPEAK OUT (BEGINNING/INTERMEDIATE)

Susan Draus, Hillary Freeman, Beth Glasberg-Katz, Janice Nathan, Marissa Tabak, and Jesse Torisky

This panel will provide a personal glimpse into the lives of siblings. It will describe various experiences of siblings with autism and make recommendations for achieving best outcomes.

50. EDUCATING LEARNERS WITH SEVERE AND DANGEROUS BEHAVIORS: ETHICAL CONSIDERATIONS (INTERMEDIATE/ADVANCED, BACB CEUs)

Jose Martinez-Diaz

This presentation will cover recent developments in strategies for abating and decelerating severe and dangerous problem behavior, and developing, evoking, and accelerating alternative, pro-social behavior.

52. INTRODUCTION TO THE BEHAVIOR ANALYST CERTIFICATION BOARD (INTERMEDIATE/ADVANCED)

Jerry Shook

Basic information on the BACB—including eligibility criteria, application for examination, and current status—will be presented.

53. BUREAU OF AUTISM SERVICES UPDATE (BEGINNING/INTERMEDIATE)

Nina Wall-Cote

This session will provide an overview of the most current initiatives and plans of the Pennsylvania Bureau of Autism Services, Department of Public Welfare. Time will be included for audience questions.

Thursday, August 6

54 AND 63. PROMOTION OF SOCIAL PARTICIPATION, MENTAL HEALTH, AND THE DEVELOPMENT OF MEANINGFUL INTERESTS FOR YOUTH ON THE AUTISM SPECTRUM (BEGINNING/INTERMEDIATE)

Susan Bazyk and Lisa Crabtree

This session will explore the promotion of positive mental health and social participation through the development of, and participation in, meaningful interests.

55. AN INTRODUCTION TO THE COMPETENT LEARNER MODEL (BEGINNING/INTERMEDIATE, BACB CEUs)

Tina Lawson and Maureen Cunningham

This session will provide an overview of the Competent Learner Model (CLM) and the success of developing participation in learners with significant learning and behavioral challenges.

56. USING AUTOMATIC REINFORCEMENT TO DEVELOP SKILLS IN LEARNERS WITH AUTISM (INTERMEDIATE/ADVANCED, BACB CEUs)

Mark Sundberg

This session will highlight the role of automatic reinforcement in language acquisition and instruction.

57. SUPPORTING THE SOCIAL COMMUNICATION NEEDS OF LEARNERS WITH AUTISM (BEGINNING/INTERMEDIATE)

Janice Nathan

This session will focus on how to help children develop and use the skills essential for successful social communication.

58 AND 67. THE IMPACT OF EARLY DIAGNOSIS AND INTERVENTION FOR CHILDREN WITH AUTISM (BEGINNING/INTERMEDIATE)

Ilene Schwartz

This session will describe the active ingredients of early interventions for young children with disabilities. It will describe the outcomes, procedures, and defining characteristics of different “name brand” programs and then explore similarities among the programs.

59. MOVING FORWARD: THE FUTURE OF BAS STRATEGIC PLANNING AND ASERT CENTER NETWORKS (BEGINNING/INTERMEDIATE)

Lindsay Lawer, John McGonigle, and Mike Murray

The participants will learn about Pennsylvania's Autism Service, Education, Research, and Training (ASERT) Regional Centers as part of the Bureau of Autism Services' five-year strategic plan.

60. TEACHING INDEPENDENT SKILLS TO LEARNERS WITH AUTISM (INTERMEDIATE, BACB CEUs)

Rebecca Morrison

This session will highlight the critical need for purposeful planning and instruction to promote independent performance and generalization of life skills.

61 AND 70. IMPLEMENTING EVIDENCE-BASED PRACTICES: HOW TO MAKE THEM STICK (INTERMEDIATE/ADVANCED, BACB CEUs)

Michelle Duda

The idea of evidence-based programs has spread rapidly throughout human services and education. However, the benefits to children, families, and communities have lagged far behind. The links between implementation, organizational change, and systems transformation will be explored.

62 AND 71. THE COLLEGE PROGRAM FOR STUDENTS WITH ASPERGER'S SYNDROME (BEGINNING/INTERMEDIATE)

Marc Ellison

This presentation will focus on a program that provides effective and successful supports to college students diagnosed with autism.

64. CLM COLLABORATIVE CONSULTATION (INTERMEDIATE/ADVANCED, BACB CEUs)

Vicci Tucci and team

This session will give a live demonstration of how to use effective collaboration strategies for formulating ABA programming to develop and/or weaken repertoires.

65. PREVENTING AND MANAGING BEHAVIORAL CRISIS (INTERMEDIATE/ADVANCED, BACB CEUs)

David Lennox

This session will review traditional crisis management approaches, as well as contributions from behavior-analytic research and practices for preventing and managing crises.

66. CONNECTING AUGMENTATIVE COMMUNICATION AND APPLIED BEHAVIOR ANALYSIS (BEGINNING/INTERMEDIATE)

Dona Alvino and team

This presentation will address the integration of augmentative communication devices into an ABA program.

68. SPECIAL NEEDS TRUSTS (BEGINNING/INTERMEDIATE)

George Shadie

This session will discuss how to avoid loss of benefits, prevent Social Security or medical access recovery of expended funds, and how to use and fund a special needs trust to make sure your child gets all future benefits, without interruption.

69. LIFELink—A ROAD TO INDEPENDENCE (BEGINNING/INTERMEDIATE)

Patrick Moore and Teri Lindner

This presentation will highlight a successful community-university partnership for students with disabilities, providing the students with the skills necessary to succeed in life.

72. FBA & PBSPs & CHAPTER 14 (INTERMEDIATE/ADVANCED, BACB CEUs)

Jane Brown and Carrie Frohnappfel

This presentation will discuss when a functional behavior assessment (FBA) is required and will examine varying levels of intensity in completing a functional assessment. The participants will be provided with a variety of tools to assist in completing a functional assessment. In addition, the link between the FBA hypotheses and the development of a positive behavior support plan (PBSP) will be discussed.

73. BACB UPDATE AND PROFESSIONAL ISSUES IN PENNSYLVANIA (INTERMEDIATE/ADVANCED, BACB CEUs)

Jerry Shook

Friday, August 7

74. SETTING THE STAGE FOR SOCIAL SUCCESS (BEGINNING/INTERMEDIATE)

Cindy Schneider

This highly interactive workshop will instruct parents and professionals in new techniques that can be used to teach social cognition skills to children, teens, and adults diagnosed with high-functioning autism and Asperger's syndrome.

75. ADAPTING DIRECT INSTRUCTION CURRICULA FOR NONVOCAL LEARNERS (BEGINNING/INTERMEDIATE)

Haley Fox and Amanda Pendleton

This presentation will describe and illustrate teaching procedures for adapting the Language for Learning curriculum for nonvocal learners.

76. THE CONNECTION BETWEEN INTENSIVE BEHAVIOR SUPPORT AND INSTRUCTION FOR LEARNERS WITH AUTISM (BEGINNING/INTERMEDIATE)

Carolyn Bruey and Mary Beth Urban

This session will highlight an intensive, effective model of support and instruction for students exhibiting significant behavioral challenges.

77. COMPETENT LEARNER MODEL: CLOSING THE GAP IN SCATTERED SKILLS (BEGINNING/INTERMEDIATE)

Katrina Shawver and Jen Shade

This session will discuss the use of the CLM curriculum to develop missing skills in learners who demonstrate significant scatter.

78. USING THE CHECKLIST FOR AUTISM SPECTRUM DISORDER TO SCREEN AND DIAGNOSE AUTISM SPECTRUM DISORDER (BEGINNING/INTERMEDIATE)

Susan Mayes

This session will demonstrate the use of a screening/diagnostic tool for autism.

79. A PORTRAIT IN PROGRESS: AUTISM AND CREATING A REWARDING LIFE (BEGINNING/INTERMEDIATE)

Marcia Anderson and Graham Gravink

A mother and teenage son will share their experiences of living with autism, from a family and community perspective.

80. ASSESSING FRIENDSHIP SKILLS—USING THE FRIENDSHIP CHECKLIST (BEGINNING/INTERMEDIATE)

Alice Womer, Kelly Mahler, Mary Benton, and Carol Hollis

This session will highlight an informal method for identifying the strengths and challenges associated with developing friendship skills.

81. PARENTS LEARNING TO LEAD (BEGINNING/INTERMEDIATE)

Kathleen Miller

Learn how you can join the ranks of parents of young children who are involved in policy making in early intervention and preschool programs. Discover opportunities that will build your skills as a collaborator and give you the competence and confidence to make your voice heard in the policy-making arena.

82. CAMPUS-BASED TRANSITION PROGRAM FOR STUDENTS WITH AUTISM (BEGINNING/INTERMEDIATE)

Ellen Dente and Ellen Cummings

This session will describe a campus-based transition program for students with autism, supported by a partnership between Marywood University and NEIU 19.

83. THE AUTISM MUSEUM PROJECT (BEGINNING/INTERMEDIATE)

Wendy Ross and team

Learn about ways that museums connect autistic children and their families to their exhibits and programs to ensure meaningful and fun visits.

CLOSING KEYNOTE

84. THE WAY I SEE IT: A PERSONAL LOOK AT AUTISM (BEGINNING/INTERMEDIATE)

Temple Grandin

Temple Grandin will share the challenges and rewards of her life, highlighting how early intervention, sensory challenges, and the way she thinks has impacted her success.

For information on registering to attend sessions at both the **Low Incidence Institute** and the **National Autism Conference**, contact Katie Frieden at kvd3@outreach.psu.edu. For more information on the Low Incidence Institute, visit www.outreach.psu.edu/programs/low-incidence.



To register online, with payment by credit card, visit www.outreach.psu.edu/programs/autism

National Autism Conference

August 3–7, 2009

This form may be duplicated for additional registrations. Please print in ink or type and return to Penn State by July 27. Important—To ensure a timely registration, please include complete information. Credit card payment can be accepted only with online registration.

Last name†	First name†	Middle initial†
Social Security no.†*	or	Penn State ID no.†*
E-mail address	Date of birth (m/d/y)†	
Summer address	<input type="checkbox"/> Male† <input type="checkbox"/> Female†	
City	State	ZIP code Country
Business phone no.	Cell phone no.	Fax no.
Are you a Penn State alumna/alumnus? <input type="checkbox"/> Yes <input type="checkbox"/> No		
MY SPECIAL NEEDS ARE:		
Occupation		
<input type="checkbox"/> Administrator	<input type="checkbox"/> Regular education	<input type="checkbox"/> Family member
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Parent	<input type="checkbox"/> Physician
<input type="checkbox"/> BCBA	<input type="checkbox"/> Agency staff	<input type="checkbox"/> Clinical psychologist
<input type="checkbox"/> Occupational therapist	<input type="checkbox"/> Student	<input type="checkbox"/> School psychologist
<input type="checkbox"/> Speech/language pathologist	<input type="checkbox"/> Guidance counselor	<input type="checkbox"/> Special education
	<input type="checkbox"/> Other _____	

Fees

Please check the appropriate box:

Pennsylvania education professionals: \$150 for entire conference

☐ full week ☐ M ☐ T ☐ W ☐ Th ☐ F

Name of Pennsylvania school district/Pennsylvania educational institution _____

Other Pennsylvania professionals: \$200 for entire conference

☐ full week ☐ M ☐ T ☐ W ☐ Th ☐ F

Out-of-state professionals: \$225 for entire conference

☐ full week ☐ M ☐ T ☐ W ☐ Th ☐ F

One-day fee: \$75

☐ M ☐ T ☐ W ☐ Th ☐ F

Pennsylvania family members or adults living with ASD:

\$25 for entire conference

☐ full week ☐ M ☐ T ☐ W ☐ Th ☐ F

Non-Pennsylvania family members or adults living with ASD:

\$50 for entire conference

☐ full week ☐ M ☐ T ☐ W ☐ Th ☐ F

An additional charge of \$30 will be added to each walk-in registration.

Payment

Your payment, in full, must accompany your registration form. The Pennsylvania State University's federal ID number is 24-6000376.

☐ Enclosed is a check or money order for the amount indicated, signed and payable to Penn State.

☐ Enclosed is a purchase order (made payable to Penn State) or letter of authorization from my employer or sponsoring organization.

\$ _____ Total Amount Enclosed

☐ I am a professional educator holding Pennsylvania certification and may report the Act 48 hours I earned at this program to the Pennsylvania Department of Education.

† The fields above marked with the † symbol MUST be completed in order for you to report your Act 48 hours to the Pennsylvania Department of Education. For additional information, visit www.outreach.psu.edu/info/act48. Please complete the session preregistration form below.

Before Mailing

- Complete all information, using your summer address only.
- Sign check and make payable to The Pennsylvania State University.
- Indicate all conference preferences and fees.

Send to

Conferences and Institutes Registration
The Pennsylvania State University
Box 108
State College PA 16804

(Complete information and payment are necessary for registration.)

Participants must preregister for all sessions by checking the boxes:

Monday, August 3, 2009

- ☐ 1. Joey Gans and team
- ☐ 2. Duane Alexander
- ☐ 3. Janet Twyman
- ☐ 4. Ami Klin
- ☐ 5. Margaret Bauman
- ☐ 6. Vince Carbone
- ☐ 7. Joanne Gerenser
- ☐ 8. Rebecca Landa
- ☐ 9. Robert Naseef
- ☐ 10. Roseann Schaaf
- ☐ 11. Richard Fleming
- ☐ 12. Peter Gerhardt

Tuesday, August 4, 2009

- ☐ 13. Lori Ernsperger and Danielle Wendel
- ☐ 14. Janet Twyman
- ☐ 15. Brian Iwata
- ☐ 16. Mike Miklos and Amir Dipuglia
- ☐ 17. Jim Ball
- ☐ 18. Margaret Souders
- ☐ 19. Bob Ellis
- ☐ 20. Kerry Smith and Dixie Rider
- ☐ 21. Caitlin Baran and team
- ☐ 22. Lori Ernsperger and Danielle Wendel
- ☐ 23. Rick Kubina and Kirsten Yurich
- ☐ 24. Brian Iwata
- ☐ 25. Vince Carbone
- ☐ 26. Jim Ball
- ☐ 27. Margaret Souders
- ☐ 28. Bob Ellis
- ☐ 29. Kerry Smith and Dixie Rider
- ☐ 30. Robert Borzok
- ☐ 31. Michelle Garcia Winner
- ☐ 32. ABA experts panel
- ☐ 33. Poster session and ABA reception

*The Social Security number (SSN) you provide for enrollment purposes, or when requesting specific services, will be used by the University to verify your identity for official record keeping and reporting. If you choose not to supply your SSN, certain services—such as transcripts, enrollment verification, tax reporting, and financial aid—may not be available to you, and Penn State cannot guarantee a complete academic record for you. Your SSN will be stored in a central system and used only as a primary source to identify you within the Penn State system; the Penn State ID will be used as the primary identifier.

Wednesday, August 5, 2009

- ❑ 34. Carol Gray
- ❑ 35. Cathy Watkins
- ❑ 36. Laura Riffel
- ❑ 37. Kathleen Quill
- ❑ 38. Tracy Vail
- ❑ 39. Don Meyer
- ❑ 40. Roseann Schaaf and team
- ❑ 41. Nicholas Martin
- ❑ 42. Lisa Crabtree
- ❑ 43. Carol Gray
- ❑ 44. Cathy Watkins
- ❑ 45. Laura Riffel
- ❑ 46. Kathleen Quill
- ❑ 47. Tracy Vail
- ❑ 48. Susan Draus and team
- ❑ 49. Roseann Schaaf and team
- ❑ 50. Jose Martinez-Diaz
- ❑ 51. Lisa Crabtree
- ❑ 52. Jerry Shook
- ❑ 53. Nina Wall-Cote

Thursday, August 6, 2009

- ❑ 54. Susan Bazyk and Lisa Crabtree
- ❑ 55. Tina Lawson and Maureen Cunningham
- ❑ 56. Mark Sundberg
- ❑ 57. Janice Nathan
- ❑ 58. Ilene Schwartz
- ❑ 59. Lindsay Lawer and team
- ❑ 60. Rebecca Morrison
- ❑ 61. Michelle Duda
- ❑ 62. Marc Ellison
- ❑ 63. Susan Bazyk and Lisa Crabtree
- ❑ 64. Vicci Tucci and team
- ❑ 65. David Lennox
- ❑ 66. Dona Alvino and team
- ❑ 67. Ilene Schwartz
- ❑ 68. George Shadie
- ❑ 69. Patrick Moore and Teri Lindner
- ❑ 70. Michelle Duda
- ❑ 71. Marc Ellison
- ❑ 72. Jane Brown and Carrie Frohnapfel
- ❑ 73. Jerry Shook

Friday, August 7, 2009

- ❑ 74. Cindy Schneider
- ❑ 75. Haley Fox and Amanda Pendleton
- ❑ 76. Carolyn Bruey and Mary Beth Urban
- ❑ 77. Katrina Shawver and Jen Shade
- ❑ 78. Susan Mayes
- ❑ 79. Marcia Anderson and Graham Gravink
- ❑ 80. Alice Womer and team
- ❑ 81. Kathleen Miller
- ❑ 82. Ellen Dente and Ellen Cummings
- ❑ 83. Wendy Ross and team
- ❑ 84. Temple Grandin

Location

The program will be held at The Penn Stater Conference Center Hotel, one of the largest university-based conference center hotels of its kind in the country. The Penn Stater, part of Penn State's Innovation Park, features recently renovated rooms, extensive meeting facilities, and excellent restaurants.

For More Information

For information about registration, courses, fees, and facilities:
Katie Frieden, Conference Planner
The Pennsylvania State University
225 The Penn Stater Conference Center Hotel
University Park PA 16802
Phone: 814-863-5100
E-mail: ConferenceInfo1@outreach.psu.edu

For information about program content:
Cathy Scutta, M.S., OTR/L, BCBA
Educational Consultant
Pennsylvania Training and Technical Assistance Network
6340 Flank Drive, Suite 600
Harrisburg PA 17112
Phone: 717-541-4960, ext. 3103, or 800-360-7282 (toll free in Pennsylvania only)
E-mail: cscutta@pattan.net

Accommodations

You are responsible for making your own hotel reservation and payment. Blocks of rooms will be held at the following hotels for those attending this conference. Please make your reservation by July 1.

The Penn Stater Conference Center Hotel 800-233-7505 \$99 single/double; \$109 triple/quad	Fairfield Inn & Suites 814-238-3871 \$95 single/double
The Nittany Lion Inn 800-233-7505 \$109 single/double; \$119 triple/quad	Hampton Inn & Suites 814-231-1899 \$95 single/double
The Atherton Hotel 800-832-0132 \$95 single/double	Hilton Garden Inn 814-272-1221 \$109 single; \$119 double
Comfort Suites 814-235-1900 \$79 single/double	Holiday Inn Express at Williamsburg Square 814-867-1800 \$95 single/double
Courtyard by Marriott 814-238-1881 \$99 single; \$139 double	Ramada Inn 814-238-3001 \$79 single/double
Days Inn State College 814-238-8454 \$80 single/double	Residence Inn by Marriott 814-235-6960 \$109 studio suite
	Sleep Inn 814-235-1020 \$59 single/double

2009 Children's Institute Information

To support family participation in the conference, a Children's Institute will be available. This institute will provide an on-site, structured, and fun environment for children and youth (ages 2 to 21) with autism, and their siblings, who are Pennsylvania residents. Registration is limited to 100 participants for whom we receive completed registration packets.

Since the number of applicants always exceeds our capacity, registration preference will be based objectively on a number of factors (e.g., first-time registrants, timely submission of completed registration forms). Only children who have received a confirmation will be able to participate. Drop-off care is not available.

The registration process:

IMPORTANT INFORMATION

Keep in mind that a parent or guardian must be in The Penn Stater building and must be accessible (by cell phone, e.g.) during all Children's Institute hours. Also, families that have previously been accepted for enrollment but did not call to cancel when their plans changed are not eligible to participate.

Step One:
From May 11 to 15, call 800-982-3375 and talk with Cherie Neely at ext. 3596 or Dawn Moss at ext. 3024 to request a registration packet. A registration packet will be sent to you by postal mail or e-mail.

Step Two:
Complete the registration packet in full for each child participating.

Step Three:

Mail or e-mail the completed forms by June 5 to the address provided in your packet. While early registration is helpful, it does not guarantee placement in the Children's Institute. You may receive a follow-up phone call in order to clarify or obtain information.

Step Four:

Your completed registration packet will be reviewed. Once an enrollment determination is made, you will either:

1. receive a confirmation postcard with a registration number and assignment information for each child OR
2. be notified of full capacity and availability on a waiting list

Please note: Your child is not officially registered until you receive the confirmation postcard. No child will be admitted to the Children's Institute without a confirmed registration.

Step Five:

Bring your registration confirmation postcard to the Children's Institute.

IMPORTANT INFORMATION

If you change your child's attendance plans in any way, please notify JoEllen Bloom at 800-982-3375, ext. 3074, by July 10 so that others can have the opportunity.

If you have questions or concerns, please call 800-982-3375, Cherie Neely at ext. 3596 or Dawn Moss at ext. 3024.

Registration

How to register: You can register on the program Web site (www.outreach.psu.edu/programs/autism) or by mailing the attached registration form (with a check, money order, purchase order, or letter of authorization from your employer or sponsoring organization). Credit card payment can be accepted only with online registration.

Deadline: All registrations must be received by 5:00 p.m. EST on July 27. After this date, please call the conference planner at 814-863-5100 for information about on-site check-in; if space permits, you can register for an additional \$30.

Confirmation: Penn State Conferences will confirm your registration. You will be alerted promptly of any cancellations or changes. If some unforeseen event forces Penn State to cancel or postpone the program, you will receive a full refund of your registration fee; however, the University cannot be held responsible for any related costs, including cancellation fees assessed by airlines or travel agencies.

Refunds: If your request to withdraw is received by July 10, we can issue a partial refund. Send your written request by fax to 814-863-5190 or by e-mail to ConferenceInfo1@outreach.psu.edu. A \$50 administrative fee will be charged for each withdrawal. Anyone who is registered but cannot attend may send a substitute.

Access: Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing special accommodations or have questions about the physical access provided, please contact the conference planner at 814-863-5100 before your visit.

This publication is available in alternative media on request.

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